

## **GUIDELINES: STUDENT/LEARNER EDUCATION AND CAREER PLANNING AND EVALUATION TOOL (11/2005)**

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**DOCUMENT TITLE:** Student/Learner Education and Career Plan (SECP)

**WHOM:** Counselor and student/learner develop the SECP together. The planning process may also include an employer, parent and/or other school/community staff.

**FOR WHOM:** All students/learners benefit from a guided education and career development process and plan.

**WHEN:** The more structured education and career exploration and planning process, utilizing the SECP (or similar tool) ideally begins at the end of 8<sup>th</sup> grade when students/learners select their classes for 9<sup>th</sup> grade. Revising/refocusing the SECP continues through 12<sup>th</sup> grade, providing a foundation for on-going education and career planning throughout the individual's lifetime.

**WHERE:** The SECP process ideally takes place both in the school and/or other/learning environment and at home.

**WHY:** The SECP introduces the concept of a counselor-guided education and career development process that helps the student/learner, and her/his parents, develop a secondary and post-secondary education and career plan, connecting the student's program of studies with future aspirations. The plan, which is unique to each student/learner, connects school-based activities and work-based activities with career exploration activities, and relates secondary and post-secondary decision-making to these experiences through a thoughtful, exploratory process. This process, while helping to identify personal strengths, talents and goals, hones decision-making skills that will benefit the student/learner throughout life.

**HOW:** Together, the student/learner and counselor should:

- discuss the student's educational and career interests;
- complete the top portion of the SECP;
- select and list the courses for the following year;
- identify work-based learning opportunities/experiences, as well as other activities, that compliment the academic/career-related courses that the student is interested in pursuing the following year; and
- review and update the SECP every year, encouraging parental input.

## STUDENT EDUCATION AND CAREER PLAN – GRADES 9-12

Student/Learner \_\_\_\_\_  
Counselor/Advisor: \_\_\_\_\_

### Type of Program

- |   |   |
|---|---|
| <input type="checkbox"/> Comprehensive High School      | <input type="checkbox"/> Career Academy           |
| <input type="checkbox"/> Career and Technical Education | <input type="checkbox"/> Vocational-Agriculture   |
| <input type="checkbox"/> Tech Prep                      | <input type="checkbox"/> CT Technical High School |
| <input type="checkbox"/> School-to-Career               | <input type="checkbox"/> Magnet                   |
| <input type="checkbox"/> Other _____                    |   |

9. My career interests are \_\_\_\_\_  
10. My career focus is \_\_\_\_\_  
11. My career goal is \_\_\_\_\_  
12. My career goal is \_\_\_\_\_

9. My educational interests are \_\_\_\_\_  
10. My educational focus is \_\_\_\_\_  
11. My educational goal is \_\_\_\_\_  
12. My postsecondary plan is \_\_\_\_\_

Career Cluster Focus	9 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>	
	Course	Hrs./Credits	Course	Hrs./Credits	Course	Hrs./Credits	Course	Hrs./Credits
<b>SCHOOL-BASED</b>								
<i>Language Arts</i>								
<i>Mathematics</i>								
<i>Science</i>								
<i>Social Studies</i>								
<i>Technology</i>								
<i>Health</i>								
<i>Elective</i>								
<i>Physical Education</i>								

Career Cluster Focus	9 <sup>th</sup>	Hrs./Credits	10 <sup>th</sup>	Hrs./Credits	11 <sup>th</sup>	Hrs./Credits	12 <sup>th</sup>	Hrs./Credits
<b>WORK-BASED</b>								
<i>Field Trip</i>								
<i>Career Mentoring</i>								
<i>Job Shadowing</i>								
<i>School-based Enterprise</i>								
<i>Paid Internship/work experience with Mentor</i>								
<i>Service Learning</i>								
<i>Entrepreneurship</i>								
<i>Apprenticeship/Pre-Apprenticeship</i>								
<i>Practicum/Coop Experience</i>								
<i>Structured Field Work</i>								
<i>Structured Summer Job</i>								
<i>Unpaid Volunteer Work Experience</i>								
<i>Other</i>								

**THESE ARE OPTIONAL ACTIVITIES THAT SUPPORT THE SCHOOL-BASED AND WORK-BASED EXPERIENCES**

	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>SUPPORTING ACTIVITIES</b>				
<i>Interest Inventory</i>				
<i>Career Counseling Sessions</i>				
<i>School-based Career Exploration Activities</i>				
<i>Portfolio</i>				
<i>Career &amp; Technical Student Organizations (CTSOs)</i>				
<i>Other Student Organizations such as Young Educators' Society, Student Government, etc.</i>				
<i>Other Youth/Community Activities</i>				

(Revised: 11/2005 JA)